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ABSTRACT

Four reports are presented detailing the plans for obtaining employment and ensuring job retention for students who have completed a course of study in the Los Angeles Community College District's Skill Training Improvement Programs (STIP II). Job development plans are submitted for: Los Angeles Southwest College's computer programming program: the programs in welding, machine shop occupations, vending machine maintenance, and electronics offered by Los Angeles Trade-Technical College: and the two programs in computer operations and machine shop occupations offered at Los Angeles Valley College. While there are numerous similarities in the plans, variations may be attributed to the occupational areas concerned, geography, staff, or other factors. Information is provided on: (1) the responsibility of staff in analyzing the local job market and establishing linkages with area employers: (2) publicity efforts to be used in establishing contacts with employers: (3) procedures for processing job referrals and matching employer needs with student abilities and interests: (4) staff responsibilities for providing students with the vocational and job-seeking skills necessary for employment: (5) the integration of job development operations with other program components: and (6) record-keeping and follow-up procedures. Two reports also identify the skills required of job development personnel. (JP)

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STIP II
SKILL TRAINING IMPROVEMENT PROGRAMS
ROUND II

JOB DEVELOPMENT PLANS

Los Angeles Community College District
Division of Educational Services
617 West Seventh St.
Los Angeles, California 90017
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October 1, 1979

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STIP II
JOB DEVELOPMENT PLANS

LOS ANGELES COMMUNITY COLLEGE DISTRICT

The Job Development Plans for the Skill Training Improvement(STIP II) in the Los Angeles Community College District is a plan for obtaining employment and ensuring job retention for program participants. Job development not only follows but also coincides with the job training phase. It complements the employability planning which ensures the realistic preparation and placement of program participants in accordance with their abilities, interests and goals. The Job Development Plan also includes a plan for recordkeeping to ensure the collection of accurate and timely information. The Job Development Plan represents the end product and successful completion of the training program.

In Stip II at the Los Angeles Community College District there are three locations:

LOCATION	OCCUPATIONAL AREA	NUMBER OF PARTICIPANTS
Los Angeles Southwest College 1600 West Imperial Highway Los Angeles, California 90041	Computer Programming	40
Los Angeles Trade-Technical College 400 West Washington Boulevard Los Angeles, California 90015	Welding	25
	Machine Shop	25
	Automatic Vending Machine	25
	Electronics	32
Los Angeles Valley College 5800 Fulton Avenue Van Nuys, California 91401	Computer Operator	34
	Machine Shop	30

A Job Development Plan is attached for each of the programs. There are numerous similarities but each program's plan may vary based on occupational area, geography, staff or other reasons.

Much of the material for the plans came from a Handbook on Job Development being prepared by The Work in America Institute authored by David Rogers, Samuel Connor, and Michael Rosow under the sponsorship of the Department of Labor.

JOB DEVELOPMENT PLAN

STIP II
COMPUTER PROGRAMMER TRAINEE
LOS ANGELES SOUTHWEST COLLEGE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

I. Job Development Strategy

II. Management of Job Development

III. Employer and Labor Acceptance

IV. Job Preparation

V. Marketing of Agency Services and Job Candidates

VI. Skills, Training and Development of Staff

VII. Referral Process

VIII. Job Development

IX. Linkages with Other Components

X. Supervision of Job Development

JOB DEVELOPMENT PLAN

STIP II

Computer Programmer Trainee

Los Angeles Southwest College

Los Angeles Community College District

I. JOB DEVELOPMENT STRATEGY

In the development of a strategy for job development it is necessary to identify those variables over which we have no control, those variables over which we have limited control, and those variables over which the agency has full control. For example, we have no control over labor market conditions or the participants prior to our services. We do have some ability to influence employers, the labor market and the participant. Finally, we can influence management of job development, employer and labor acceptance, job preparation and others. The strategy of our job development will be: (1) to clearly identify all controllable variables that affect our program, develop methods to deal with those variables over which we have little control, and design, test, and implement approaches to deal with those variables we can control.

II. MANAGEMENT OF JOB DEVELOPMENT

Job development will have the highest priority in the program. All activities will be designed to lead to job placement. The Intake/Counselor/Job Developer will be the primary Job Developer, but all staff members will be part of the job preparation and development. Job development starts when the program starts. The Employability Plan is the first document which addresses the job development of participants. Barriers to employment will be identified and addressed in job preparation. The Job Developer will monitor the job training, preparation and development activities. The Instructor Advisor will be responsible for the overall success of job development and will ensure that all aspects of the program support job development.

III. EMPLOYER AND LABOR ACCEPTANCE

The Job Developer will assess employer needs to identify strategies for job placement. The Job Developer will use the Advisory Committee to determine employer needs and job placement strategies. The Job Developer will seek the employer satisfaction and follow-up with employers to develop strong communication links. This can be accomplished by visits, phone calls, letters or other means. The Job Developer will also assess any union requirements or needs.

IV. JOB PREPARATION

Job preparation will be stressed throughout the program. Instructors and the Job Developer will be counseling participants and training them for job placement. The instructors will train the participants in a personal development class. The Job Developer will train participants for job applications, interviews and in resume writing. Each participant needs will be identified in the Employability Plan. In monthly evaluations the progress made in overcoming barriers to employment and participants' needs will be monitored.

V. MARKETING OF AGENCY SERVICES AND JOB CANDIDATES

The Job Developer will develop contacts with employers. The Advisory Committee will be used to pursue more contacts. These contacts will be direct personal or may be indirect through letters or flyers. The Job Developer will contact personnel offices and prospective supervisors. Effective service relationships will be established with employers who are identified as likely to employ participants.

VI. SKILLS, TRAINING AND DEVELOPMENT OF STAFF

The Job Developer must have an aggressive service-oriented attitude acting as a go-between with the employer and participant. The Job Developer must have and be able to acquire information about the labor market, employers, and employer hiring practices. The Job Developer must be able to use flexible approaches. The persons selected should have these skills and attitudes. If any are missing and as a means to improve job development, training of Job Developers should be on-going. In-service training, workshops and literature will be used to develop Job Developers. The Coordinator/Instructor will be responsible for the Job Developer's performance.

VII. REFERRAL PROCESS

Job referrals will be systematically recorded. Inquiries from employers not appropriate will be referred to a more appropriate agency. Inquiries that are appropriate will be responded to in an effective and timely manner. The referral process will be used to develop and maintain communication channels with the employer. The College Placement Office will be used as a resource but the primary job match will be accomplished by the Job Developer.

VIII. JOB DEVELOPMENT

The Job Developer will do a thorough labor market analysis and obtain specific data on job openings and position requirements and profiles. The Job Developer with the Coordinator/Instructor will review contractual requirements and goals to plan the work load. The Job Developer will develop presentation about the program and will review information about prospective employers such as wage rates, union agreements, turnover or other items. Through telephone or mailings the Job Develop will establish contacts which will be followed-up

with employer interviews. The Job Developer will work with the program staff to match job openings with participants. Then the Job Developer will follow-up to obtain and verify information from the participant, maintain contact with participant and employer and report information.

IX. LINKAGES WITH OTHER COMPONENTS

The Job Developer and Job Development Operations will be fully integrated into other components. Job development is the primary goal of all plans. The Administrative Plan will ensure the Job Developer's role. The Intake Plan will include job development consideration in selection criteria and final selection. The Training Plan will include job development input into evaluations and revisions to training. The Job Developer will be an integral part of counseling.

X. SUPERVISION OF JOB DEVELOPMENT

The Coordinator/Instructor will be responsible for the Job Developer accomplishing the activities stated and will monitor the progress of job development on a monthly basis in the first half of the program and on a weekly basis the last half. The Job Developer will be held accountable for accomplishment of the Job Development Plan.

JOB DEVELOPMENT PLAN

STIP II

LOS ANGELES TRADE-TECHNICAL COLLEGE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

I. Job Development

II. Methods of Job Matching/Placement

III. Recordkeeping and Follow-up

LOS ANGELES TRADE-TECHNICAL COLLEGE

CETA - STIP

JOB DEVELOPMENT AND PLACEMENT PLAN

The Job Development and Placement Component at Los Angeles Trade-Technical College is responsible for three primary functions, as required by provisions of the City of Los Angeles CETA contract. These functions are Job Development, Job Matching and Placements, and Recordkeeping (which includes follow-up).

I. JOB DEVELOPMENT

Job Development commences prior to the actual start up of any training program. No program is offered without prior assurances from potential employers that trainees from Los Angeles Trade-Technical College could be absorbed into that industry. Additionally, when a program is under consideration, a training advisory, composed of interested employers, staff program developers and other employment technicians, is conducted to determine the content and length of the program, the most suitable applicants and actual skills needed, as well as potential instructors from that industry. Concerns which could develop into employment barriers are worked out before the class commences. In addition, the following specific functions reinforce the job development process:

(1) Direct Instructor Employer Contacts are made by all instructors. This occurs via telephone calls to present and past employers of trainees and by direct visits to employers, almost on a daily basis. Leads which develop are coordinated through Job Placement/Development Coordinator. These contacts reflect the industrial experience of our instructors in their respective fields as well as the employers who participated in the advisory meetings.

(2) Linkage To All Services of EDD, Including the County-Wide Job Bank.

EDD offices located in various manpower areas we serve are helpful in matching our trainees with jobs listed county-wide; this gives us greater numbers of possible placement.

This relationship also facilitates recruitment and enrollment, as eligible applicants referred from EDD area offices. Additionally, job orders are referred by the college to EDD when our trainees are not suitable.

(3) Leaflets and Mailers by the thousands are sent out to all employers listed in the yellow pages, previous employers of graduates, and to all Personnel Departments of Public Agencies.

(4) Trade Advisories also result in a committed group of employers for each cluster. These employers not only assist us to refine the program to meet their future employment needs, but also assist us to contact new employers.

(5) Graduate Trainees result in a large number of employer contacts and job openings, both through their good reputations and their willingness to remind their new employers that we have good trainees.

(6) Want Ads, Publicity Via Newspapers, and other available techniques are also utilized.

(7) Visits to potential employers by classes.

The above job development sources assure that a large number of jobs are available for our job developers to match with trainees nearing completion.

II. METHODS OF JOB MATCHING/PLACEMENT

Our instructors develop a specific knowledge of each client's potential job source early in the program. Trainees, for example, are even guided into particular companies, matching their individual preferences with those of the company.

(1) Job orders coming in are received by our Job Placement Coordinator. All job orders are recorded on our job (Exhibit 1) order form.

(2) The Coordinator contacts the appropriate instructor in order to identify the most suitable student for job request.

(3) Potential applicants for pending job order are interviewed. Their employability plan is analyzed to ascertain appropriations of job matching. (see Exhibit M)

(4) An assessment is made of the student's job preparation skills, which include resume, job application completion, interview skills, transporation, and other important aspects of the potential job.

(5) Client is referred after Job Developer contacts employer and arranges an interview appointment. An employer referral form is provided to each client.

(6) All referrals and interviews are documented on the work application on file for each trainee.

(7) When job orders exceed our ability to match them with ready applicants, our excess job orders are referred to the EDD unit. When the opposite occurs, additional "mail outs" or television announcements are made; saturating potential employers and thereby increasing the number of job orders.

(8) Performance Objectives are developed with employer advisory groups and are outlined on "trainee evaluation" sheets which are available to potential employers.

(9) All applicants are interviewed by our staff after applying for positions to solicit feelings, comments and employer reactions. Additional feedback is received by employer comments on the referral slips they receive. Trainees are encourage to return to Los Angeles Trade-Technical College after obtaining employment to speak with other trainees and add to our knowledge of the skills required. Data is recorded on the completion card (Exhibit N).

III. RECORDKEEPING AND FOLLOW-UP

Recordkeeping and follow-up is the responsibility of the Job Developer/Placement component. While employer feedback and may calls are made directly to instructors and Job Developer, a formal system of follow-up has been established.

Individual telephone follow-up is done whenever a "placement" is no longer employed, changed employment, or cannot be contacted by other means.

All follow-up contacts are recorded in accordance to CETA guidelines. Comments reflecting the INSTRUCTIONAL CONFIGURATION (performance objectives, attitudinal, attendance) are relayed to counselors and instructors for programmatic adjustments.

JOB DEVELOPMENT PLAN

STIP II
COMPUTER OPERATOR
LOS ANGELES VALLEY COLLEGE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

I. Purpose

II. Objective

III. Job Development Strategy

IV. Schedule of Work

V. Methodology

VI. Job Preparation

VII. Linkages with Other Components

VIII. Skills, Training and Development of Staff

IX. Management of Job Development

X. Recordkeeping and Follow-up

XI. Supervision of Job Development

JOB DEVELOPMENT PLAN

STIP II

Computer Operator

Los Angeles Valley College

Los Angeles Community College District

I. PURPOSE

The principal purpose of the Job Development/Placement activity is to establish an effective mechanism for the permanent placement of participants at the completion of classroom training.

II. OBJECTIVE

The objective of this activity is the placement of 70% of CETA, Title III, STIP II - Classroom training participants, at the end of training as computer operators or in positions leading to computer operators.

III. JOB DEVELOPMENT STRATEGY

In the development of a strategy for job development it is necessary to identify those variables over which we have no control, those variables over which we have limited control and those variables over which we have full control. For example, we have no control over labor market conditions or the participants prior to our services. We do have some ability to influence employers, the labor market and the participant. Finally, we can influence management of job development, employer and labor acceptance, job preparation and others. The strategy of our job development will be (1) to clearly identify all controllable variables that affect our program, develop methods to deal with those variables over which we have little control and design, test and implement approaches to deal with those variables we can control.

IV. SCHEDULE OF WORK

Preliminary job development will be conducted after the recruitment phase is completed, and will then be continuous in order to identify and develop working relationships with employers. Placement activity of students will commence in March for participants who demonstrate achievement of skills and concepts taught in the program.

V. METHODOLOGY

Three basic approaches to Job Development will be utilized. The strategy for each approach is as follows:

JOB MATCHING - The job matching approach involves determining an employer's needs and screening of applicants to find an individual who meets the needs of the employer, the task of the job developer is to solicit jobs.

INDIVIDUALIZED JOB DEVELOPMENT - This approach involves seeking a position for a specific individual. The basic strategy is to sell the employer on the individual and to develop a job which will maximize the development of the individual's skills and potential.

AFFIRMATIVE ACTION/INSTITUTIONAL CHANGE - The essence of this approach is to persuade employers to modify their selection process or job structure in order to employ members of a group which have been excluded from or under-represented in the employers' work force. In some cases this will involve a sophisticated analysis and restructuring of job tasks and positions; in others it will mean identifying an obvious discriminatory practice, such as the use of an unvalidated test for screening purposes. The basic strategy is to help employers see how making changes will benefit their utilizing Federal guidelines on affirmative action to make their case.

The job development methods will include:

- o Job order taking and referrals.
- o Calling employers.
- o Canvassing of businesses and industrial zones.
- o EDD and Job Bank.
- o Reviewing classified ads.
- o Contact with employer organizations.
- o Use of advisory groups.

The methodology will entail the following types of specific approaches:

- Promotion and telephone contact
  - o Contacting large numbers of employers to verify hiring plans.
  - o Supplementing employer visits.
  - o Verifying placement status.

- Employer visits
  - o Establishing and maintaining working relationships with employers.
  - o Explaining how program services can be beneficial to the employer.
  - o Developing employment opportunities within the company.

- Mass Mailings (least preferred alternative)
  - o Mass industry coverage promoting employment for available job ready participants or those nearing the end of training.
  - o Informing selected employers or unions of the program's services.
  - o Inviting a number of employers to tour the facilities or arranging tours of employers' firms for participants.

VI. JOB PREPARATION

Job preparation will be stressed throughout the program. Instructors and the Job Developer will be counseling participants and training them for job placement. The instructors will train the participants in a personal development class. The Job Developer will train participants for job applications interviews and in resume writing. Each participant needs will be identified in the Employability Plan. In monthly evaluations, the progress made in overcoming barriers to employment and participants' needs will be monitored.

VII. LINKAGES WITH OTHER COMPONENTS

The Job Developer and Job Development operations will be fully integrated into the other components. Job Development is the primary goal of all plans. The Administrative Plan will ensure the Job Developer's role. The Intake Plan will include job development consideration in selection criteria and final selection. The Training Plan will include Job Development input into evaluations and revisions to training. The Job Developer also serves as the counselor. Any special counseling needs will be accomplished on a referral basis.

VIII. SKILLS, TRAINING AND DEVELOPMENT OF STAFF

The Job Developer must have an aggressive service-oriented attitude acting as a go-between with the employer and participant. The Job Developer must have and be able to acquire information about the labor market, employers, and employer hiring practices. The Job Developer must be able to use flexible appraoches. The persons selected should have these skills and attitudes. If any are missiong and as a means to improve job development, training of Job Developers should be on-going. In-service training, workshops and literature will be used to develop Job Developers.

IX. MANAGEMENT OF JOB DEVELOPMENT

Job Development will have the highest priority in the program. All activities will be designed to lead to job placement. The Intake/Counselor/Job Developer will be the primary Job Developer but all staff members will be a part of the job preparation and development. Job development starts when the program starts. The Employability Plan is the first document which addresses the job development of participants. Barriers to employment will be identified and addressed in job preparation. The Job Developer will monitor the job training, preparation and development activities. The Coordinator/Instructor will be responsible for the overall success of job development and will ensure that all aspects of the program support job development.

X. RECORDKEEPING AND FOLLOW-UP

The Job Developer will be responsible for recordkeeping and follow-up. The Job Developer will verify placements, obtain data and maintain contact with participant and employer. The data will be recorded and reported in accordance with CETA guidelines.

XI. SUPERVISION OF JOB DEVELOPMENT

The Coordinator/Instructor will be responsible for the Job Developer accomplishing the activities stated and will monitor the progress of job development on a monthly basis in the first half of the program and on a weekly basis the last half. The Job Developer will be held accountable for accomplishment of the Job Development Plan.

JOB DEVELOPMENT PLAN

STIP II
MACHINE SHOP OPERATOR
LOS ANGELES VALLEY COLLEGE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

I. Job Development Strategy

II. Management of Job Development

III. Employer and Labor Acceptance

IV. Job Preparation

V. Marketing of Agency Services and Job Candidates

VI. Skills, Training and Development of Staff

VII. Referral Process

VIII. Job Development

IX. Linkages with Other Components

X. Supervision of Job Development

JOB DEVELOPMENT PLAN

STIP II

Machine Shop Operator

Los Angeles Valley College

Los Angeles Community College District

I. JOB DEVELOPMENT STRATEGY

In the development of a strategy for job development it is necessary to identify those variables over which we have no control, those variables over which we have limited control and those variables over which the agency has full control. For example, we have no control over labor market conditions or the participants prior to our services. We do have some ability to influence employers, the labor market and the participant. Finally, we can influence management of job development, employer and labor acceptance, job preparation and others. The strategy of our job development will be (1) to clearly identify all controllable variables that affect our program, develop methods to deal with those variables over which we have little control and design, test and implement approaches to deal with those variables we can control.

II. MANAGEMENT OF JOB DEVELOPMENT

Job Development will have the highest priority in the program. All activities will be designed to lead to job placement. The instructors will be the primary Job Developer. Job development starts when the program starts. The Employability Plan is the first document which addresses the job development of participants. Barriers to employment will be identified and addresses in job preparation. Instructors will monitor the job training, preparation and development activities. The Coordinator/Instructor will be responsible for the overall success of job development and will ensure that all aspects of the program support job development.

III. EMPLOYER AND LABOR ACCEPTANCE

The Instructors will assess employer needs to identify strategies for job placement. The Instructors will use the Advisory Committee to determine employer needs and job placement strategies. The Instructors will seek the employer satisfaction and follow-up with the employers to develop strong communication links. This can be accomplished by visits, phone calls, letters or other means. The Instructors will also assess any union requirements or needs.

IV. JOB PREPARATION

Job preparation will be stressed throughout the program. Instructors will counsel participants and train them for job placement. The Instructors will train the participants in a personal development class. The Instructors will train participants for job applications, and interviews. Each participant's needs will be identified in the Employability Plan. In the monthly evaluation the progress made in overcoming barriers to employment and participant's needs will be monitored.

V. MARKETING OF AGENCY SERVICES AND JOB CANDIDATES

The Instructors will develop contacts with employers. The Advisory Committee will be used to pursue more contacts. These contacts will be direct personal or may be indirect through letters or flyers. The Instructors will contact personnel offices and prospective supervisors. Effective service relationships will be established with employers who are identified as likely to employ participants.

VI. SKILLS, TRAINING AND DEVELOPMENT OF STAFF

The Instructors must have an aggressive service-oriented attitude acting as a go-between with the employer and participant. The Instructors will acquire information about the labor market, employers and employer hiring practices. The Instructors will need to use flexible approaches. The persons selected should have these skills and attitudes. If any are missing and as a means to improve job development, training of Job Developers should be on-going. In-service training, workshops and literature will be used to develop Job Developers. The Coordinator/Instructor will be responsible for the Job Developer's performance.

VII. REFERRAL PROCESS

Job referrals will be systematically recorded. Inquiries from employers not appropriate will be referred to more appropriate agency. Inquiries that are appropriate will be responded to in an effective and timely manner. The referral process will be used to develop and maintain communicaiton channels with the employer. The College Placement Office will be used as a resource but the primary job match will be accomplished by the Instructors.

VIII. JOB DEVELOPMENT

The Instructors will do a thorough labor market analysis and obtain specific data on job openings and position requirements and profiles. The Coordinator/ Instructor will review contractual requirements and goals to plan work load. The Instructors will develop presentation about the program and will review information about prospective employers such as wage rates, union agreements, turnover or other items. Through telephone or mailings the Instructors will establish contacts which will be followed-up with employer interviews. The Instructors will match job openings with participants. Then the Instructors will follow-up to obtain and verify information from participant, maintain contact with participant and employer and report information.

IX. LINKAGES WITH OTHER COMPONENTS

The Job Development operations will be fully integrated into the other components. Job Development is the primary goal of all plans. The Administrative Plan will ensure priority of job development. The Intake Plan will include job development consideration in selection criteria and final selection. The Training Plan will include job development input into evaluations and revisions to training. The Instructors will advise participants.

X. SUPERVISION OF JOB DEVELOPMENT

The Coordinator/Instructor will be responsible for job development and will continually monitor the progress of job development.

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